

Lyon County School District



Yerington Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

In grades K-4 at Yerington Elementary School, the percentage of students demonstrating typical growth in mathematics and reading will increase by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: iReady Reading Diagnostic Assessments, taken in Fall, Winter and Spring by all students K-4.

Improvement Strategy 1

60% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Reading assessment, as measured from Fall 2026 to Spring 2027, by completing 30+ minutes per week and completing lessons within their Path in Personalized Instruction in iReady and participating in teacher-led instruction.

Actions for Implementation

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|----------|---|----------------------------|---|----------|
| 1 | Teachers will facilitate time for students to complete 30+ minutes of Personalized Instruction each week | Teachers Administration | weekly | |
| 2 | Growth and benchmark incentives given to students who either make benchmark on the diagnostic assessments or are higher than typical growth for that testing period; to be funded with Title I resources. | Administration | three times per year after diagnostic testing | |

Position Responsible: Administration, Teachers

Resources Needed: i-Ready Reading and Math Assessment Suite

i-Ready Math Curriculum

HMH ELA Curriculum

Study Sync ELA Curriculum

Ongoing Professional Learning

Time for Data Digs

District MTSS meetings

College and Career Readiness Interventionists (CCRI)

Evidence Level

Level 2: Moderate:

Data Driven Instruction

Problem Statements: Student Success 1

Status Checks

November

January

May

Improvement Strategy 2

60% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Math assessment, as measured from Fall 2026 to Spring 2027, by completing 30+ minutes per week and completing lessons within their Path in Personalized Instruction in iReady and participating in teacher-led instruction.

Actions for Implementation

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|----------|---|----------------------------|---|----------|
| 1 | Teachers will facilitate time for students to complete 30+ minutes of Personalized Instruction each week | Teachers Administration | weekly | |
| 2 | Growth and benchmark incentives given to students who either make benchmark on the diagnostic assessments or are higher than typical growth for that testing period; to be funded with Title I resources. | Administration | three times per year after diagnostic testing | |

Position Responsible: Administration, Teachers

Resources Needed: i-Ready Reading and Math Assessment Suite
 i-Ready Math Curriculum
 HMH ELA Curriculum
 Study Sync ELA Curriculum
 Ongoing Professional Learning
 Time for Data Digs
 District MTSS meetings
 College and Career Readiness Interventionists (CCRI)

Evidence Level

Level 2: Moderate:
 Data Driven Instruction

Problem Statements: Student Success 1

Status Checks

November

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May

SMART Goal 1 Problem Statements Identifying Student Success

| Problem Statement | Root Cause |
|---|--|
| 1 Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) | <ul style="list-style-type: none">-Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms-Teachers may lack efficacy with curriculum-Teachers may lack efficacy in the area of differentiating instruction.-21.6 % Chronic Absenteeism rate for students in 2025-26 (down from 24% in 2024-25)-Long Term Substitutes are filling certified teacher openings |

SMART Goal 1

100% of Yerington Elementary School Teachers and staff that work directly with students will participate in professional development related to the Science of Reading to meet the requirements of SB 460 and provide high quality literacy instruction to students in grades K-3.

Formative Measures: District or outside certification provided to school and district administration

Improvement Strategy 1

100% of YES will participate in differentiated district-led science of reading/ LETRS training based on their current level of knowledge related to the components of the Science of Reading.

Actions for Implementation

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|----------|---|----------------------------|-----------|----------|
| 1 | Administrators will communicate the schedule and expectations for district-led science of reading training and collaborate with district trainers to facilitate each training session | Administration | Quarterly | |
| 2 | Teachers will participate in the training level that aligns with their current knowledge of the science of reading. | Teachers Administration | Annually | |

Position Responsible: Administration, Teachers

Resources Needed: Training details (location, dates, etc.)

Training materials as determined by trainers

Certification of completion of any prior science of reading coursework that meets NDE requirements

Evidence Level

Problem Statements: Adult Learning Culture 1

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

YES teachers and paraprofessionals, per SB 460, will need to soon have certification of completion of an approved Science of Reading course through NDE.

-While some staff have completed LETRS training, NV PRESS Coursework and other learning opportunities that meet the Nevada Department of Education's criteria, many staff members have not and will need to participate in LCSD training or find other training opportunities that meet the NDE requirements.

-Paraprofessionals have historically received training on how to assist students with disabilities through LCSD and YES, but have not received training on how to assist students with learning to read.

SMART Goal 1

Yerington Elementary School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: Attendance reports
Early Warning System
MTSS for Attendance
Intervention logs
CCRI
Home Visits and Family Engagement

Improvement Strategy 1

Yerington Elementary School aims to lower its chronic absenteeism rate from the 2025-2026 to the 2026-2027 school year by leveraging data, incorporating district-provided curricula such as HMH and iReady into teaching, actively involving families, and offering early interventions. The school will use data to foster family engagement and implement early strategies to boost attendance, supported by engaging curriculum and instruction.

Actions for Implementation

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|----------|--|-----------------------|----------|----------|
| 1 | Weekly reports on students flagged as chronically absent in the 2025-2026 school year will include in-person attendance check-ins with YES administration or a counselor. Incentives offered for the grade level with the best overall attendance for the week, to be funded with Title I resources. | Administrators | Weekly | |

Position Responsible: Administration

Resources Needed: Infinite Campus Student Attendance Reports
MTSS Teams
College and Career Readiness Interventionists
School Resource Officers
Expanded in-person and telehealth Mental health Resources in Schools.

Evidence Level

Level 1: Strong:
Early Intervention

Problem Statements: Student Success 1

Status Checks

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Improvement Strategy 2

YES will recognize students in the 2026-2027 school year, for perfect attendance every quarter

Actions for Implementation

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|----------|---|-----------------------|-----------|----------|
| 1 | Students with perfect attendance each quarter will be recognized at the quarterly achievement assembly with a certificate to take home. | Administration | Quarterly | |

Position Responsible: Administrator

Resources Needed: Infinite Campus attendance reports

Evidence Level

Level 1: Strong:
Early Intervention

Problem Statements: Connectedness 1

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Student Success

| Problem Statement | Root Cause |
|---|--|
| 1 Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) | <ul style="list-style-type: none">-Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms-Teachers may lack efficacy with curriculum-Teachers may lack efficacy in the area of differentiating instruction.-21.6 % Chronic Absenteeism rate for students in 2025-26 (down from 24% in 2024-25)-Long Term Substitutes are filling certified teacher openings |

SMART Goal 1 Problem Statements Identifying Connectedness

| Problem Statement | Root Cause |
|---|---|
| 1 YES Staff have different expectations for behavior and social skills than students are accustomed to outside of school, which impacts all aspects of learning. | <ul style="list-style-type: none">-Families don't know the details about our behavior and social expectations-Families are not taking advantage of the opportunities YES provides on how to support school expectations when at home-Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations |

SMART Goal 2

Yerington Elementary School will strategically and consistently educate students on the social/emotional need of being kind to peers and school staff in response to the fall 2025 LCSD results for the Nevada School Climate/Social Emotional Learning survey.

Formative Measures: Quarterly survey measuring staff perception of student verbal abuse toward peers and staff.

Improvement Strategy 1

Yerington Elementary School will differentiate the Navigate 360 social emotional lessons to adapt to class wide and school wide issues, to address the chronic verbal abuse staff members observe by students.

Actions for Implementation

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|----------|--|--|-----------------------------------|----------|
| 1 | Teachers/Administration/School Counselor will hold class-wide SEL discussions and model appropriate ways to communicate with others, emphasizing respectful and kind interactions. | Administration School Counselor Teachers School Staff | Weekly and more often when needed | |

Position Responsible: Administrator

Resources Needed: Navigate 360 Lessons
Second Step Printed Resources

Evidence Level

Level 2: Moderate:
PBIS Referrals (Inappropriate Language and Disrespect reports)

Problem Statements: Connectedness 1

Status Checks

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SMART Goal 2 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

YES Staff have different expectations for behavior and social skills than students are accustomed to outside of school, which impacts all aspects of learning.

-Families don't know the details about our behavior and social expectations

-Families are not taking advantage of the opportunities YES provides on how to support school expectations when at home

-Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations